



Teanassie Primary School



Primary Handbook 2025-26

“At Teanassie we feel that we have a good quality of learning. We are supportive of one another and this creates a happy, stimulating and friendly environment that we can all enjoy. We like that our teachers are happy and caring, firm but fair, make lessons fun and have the patience to help us so that we are more independent in our learning. They know that we all learn in different ways and give us the opportunity to learn both indoors and out”.

The pupils of Team Teanassie

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1. OUR VISION, VALUES AND AIMS

2.

*At **Teanassie** we feel that we have a good quality of learning. Our vision is Everyone plays a part with CARE at the heart. We are supportive of one another and aim to be Creative, Achieving, Resilient and Encouraging.*

We like that our teachers are happy and caring, firm but fair, make lessons fun and have the patience to help us so that we are more independent in our learning. They know that we all learn in different ways and give us the opportunity to learn both indoors and out.

VISION:

Everyone plays a part with CARE at the heart.

VALUES:

- Creative
- Achieving
- Resilient
- Encouraging

AIMS:

- develop skills for learning, life and work to help prepare us for our futures.
- know how to make good choices and always try our best.
- be a good friend and be supportive to others no matter how different they are to us.
- be *confident* in ourselves, *believe* we can do anything and *achieve* our own special successes.

2.OUR SCHOOL IMPROVEMENT PLANS 23-24

A summary of our SIP can be seen below.


For full detail on this please visit our school website

<https://sites.google.com/highlandschools.net/teanassie-primary/home>

You can also find our Standards and Qualities Report.

3.GENERAL INFORMATION ABOUT THE SCHOOL

CONTACT DETAILS:

- Teanassie Primary School, By Beauly, Inverness, IV4 7AE
 - Telephone: 01463 782581
 - E-mail: teanassie.primary@highland.gov.uk
 - Website: <https://sites.google.com/highlandschools.net/teanassie-primary/home>
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SCHOOL DAY:

Monday to Thursday	Nursery	8.45am – 3.30pm	Friday	Nursery	9.00am – 12.00pm
	P1/2/3/4	9.00am – 3.00pm/3.30pm for P4's		P1/2/3/4	9.00am – 12.30pm
	P5/6/7	9.00am – 3.00pm		P5/6/7	9.00am – 12.30pm

STAFFING

We currently have a school roll of 38 pupils and 5 in our Nursery.

Our Staff:

- Acting Head Teacher – Mrs Shonagh McBean
- P1/2/3 – Mrs Lucy Ward / Mrs Jennifer Surgeoner
- P4/5/6/7 – Mrs Sharon Gallacher and Mrs Patricia Thornton (Friday)
- Support for Learning – Mrs Kim Lamont
- Pupil Support Assistants – Mrs Therasia Brotherstone, Mrs Sheila Matheson, Mrs

Jane Hughson

- Nursery/ELC – Mrs Sheila Matheson, Mrs Kate Sealey, Miss Kirsty Henderson
- Clerical Assistant – Mrs Diana Mitchell
- Canteen - Mrs Rosie Grant
- Janitor – Mr John MacRae

All above information correct at time of publication.

How smart
are we?

SCHOOL UNIFORM



At Teanassie we always look smart and wear our school uniform. Our school jumpers are dark blue with our school logo on them. Plain navy jumpers can also be worn (without school badge). You can wear black or grey trousers/ skirts or a blue checked dress or pinafore. Gilmour Sports in Inverness can supply school uniforms.

School Wear Made Easy - Harbour Road, Inverness IV1 1UF
Telephone: 01463 222022

How do I enroll my child?

Enrolment dates for new P1 pupils are advertised in the local press and are usually in January/February. Parents are welcome to contact the school at any time during the session to visit and enroll children in other age groups. Nursery enrolments take place three times during the session to accommodate children turning three. Parents should note there is no automatic right to a place in Teanassie P1, even if your child has attended Teanassie Nursery.

THE SCHOOL ATMOSPHERE AND ETHOS

Achievements:

At Teanassie we celebrate achievements on a regular basis. Children are given lots of opportunities to achieve. We have regular achievement assemblies in which pupils are awarded certificates linked to our school values.



Pupil Voice and Roles

In our school every child is valued and given opportunities to lead and help shape the school. Our committee groups are reviewed each year and we often change the structure and organisation to suit the current needs.

At present we have:

- Digital Leaders
- Buddies
- Health and Wellbeing
- Eco / Caring for our Space
- Rights Respecting Group

The Wider Community:

Our vision is for Teanassie to become a true community school, working in strong partnerships with those in the local area.

Working in Partnerships:

We are very fortunate to live in such a beautiful part of the world and have many fantastic partnerships right on our doorstep. Some of our core partnerships are below:

- Lovat shinty club

- Abriachan Forest Schools
- Aigas Field Centre
- Highlife Highland / Active Schools
- Kiltarlity and Kirkhill Church of Scotland (Rev Drew Kuzma)
- Kiltarlity Free Church (Rev. Stephen Allison)
- Kodaly (music)
- Feis Ros
- UHI
- Ross County Football Club
- Caley Thistle Football Club
- Charleston Academy and ASG primary schools

Parent Council:

We have a very supportive Parent Council who meet once a term. So if you are new to the school come along and meet us all – we discuss important matters over cake and coffee. 😊

Other Schools

We regularly work with Tomnacross, as they are within cluster. We work with each other for many activities like transition events and residential trips.

3. EDUCATION WITHIN OUR SCHOOL

THE PURPOSES OF THE CURRICULUM

In Teanassie we are engaging with the Curriculum for Excellence and staff, plan using the experiences and outcomes and benchmarks for the 8 curricular areas.

The experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum. The benchmarks are used alongside professional judgement to assess whether or not a child has achieved a level. The Levels in Curriculum for Excellence that children work within are:

- Nursery and P1 – Early
- Primary 2 to Primary 4 – First
- Primary 5 to Primary 7 – Second

The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.

The purposes of the Curriculum are outlined in the Scottish Executive's document 'A Curriculum for Excellence (2004) 'To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors'

The Primary Curriculum consists of 8 Curricular Areas: **Literacy, Mathematics and Numeracy, Health and Wellbeing**, Social Studies, Sciences, Technologies, Expressive Arts, Religious and Moral Education. Those in bold form the CORE curriculum.

TEACHING and LEARNING

In Teanassie Primary we have composite classes [i.e. more than one primary group per class].

There are differences in age, maturity, ability and personality, in each class. Each child has different educational strengths and needs. Effective teaching and classroom organisation has, therefore, to be flexible and varied to extend the abilities of all the pupils.

These methods include:

- Class teaching and discussion to introduce, emphasise and revise the main points.
- Group work to accommodate and extend groups of pupils at a similar stage of development.

- Co-operative learning to extend understanding and sharing of ideas in ability or mixed ability groupings.
- Individualised work and activities to allow children to work independently at their own level.

We also ensure that children are part of the planning process for learning and also to aid assessment.

LITERACY

The development of children's literacy skills is a top curriculum priority because good language development provides the sound basis for understanding and communicating in all parts of the curriculum. A broad based curriculum with a variety of experiences and activities will nourish the development of language.

Talking, listening, reading and writing are all parts of literacy. We all recognise the importance of reading and writing in the curriculum, but oral expression and careful listening are also very necessary parts of learning. All pupils must have opportunities to develop these *skills* in the classroom.



The teaching of reading follows a structured progression through primary school. Pupils are taught to read text fluently, with oral expression and with good understanding. This teaching continues into the senior years, developing skills of comprehension and broadening the awareness of the function and structure of language. In particular, we wish to encourage an interest in recreational [or personal] reading as this improves a child's language abilities substantially and is a life -long skill. This year (20-21) all classes are focusing on the Highland Literacy Recovery Programme.

The pupils are taught how to write and to use their writing skills for different purposes. They will be writing reports, notes, stories, poems, letters and sometimes plays. The children are encouraged to write for an audience. Punctuation, spelling and presentation are important aspects of writing. Spelling is taught in a variety of ways to ensure capacity for use. Spelling is another priority on our school plan year on year.

MATHEMATICS AND NUMERACY

Mathematics is a subject that permeates many aspects of modern life. An understanding of mathematics is therefore very important for our pupils for their intellectual development and future prospects. The mathematics curriculum includes work in number, money and measurement, shape, position and movement, information handling and problem solving.

Pupils are introduced to new number work and mathematical concepts through practical experiences and situations. They learn to use mathematical materials, counters, cubes, etc. to gain a good understanding of the concepts involved. When the opportunity arises, work in class is directly related to real situations, so pupils know just why they are doing such work.

Particular attention is given to making the pupils numerate - a necessary aspect if children are to deal competently with the mathematics in later stages. In this respect, pupils have to become adept at mental arithmetic, using calculators and also with traditional paper and pencil methods of calculation. Active (not passive) learning is encouraged, as is outdoor learning, within the maths curriculum.

Problem solving is given importance at all stages, as this involves a real use of thinking skills.

All classrooms have access to resources for stretching the more able in mathematics. Computers are increasingly being used for problem solving activities and for information handling, using databases and spreadsheets. All pupils in P1-7 have chromebooks.

HEALTH AND WELLBEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes, which they need for mental, emotional, social and physical wellbeing for now and in the future. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. It features highly in the Highland Council Covid recovery programme this session.

The Health and well-being of every pupil at Teanassie is paramount. Through the curriculum we work through 5 key areas:

- Mental, emotional and social wellbeing
- Physical Health
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood

RELIGIOUS AND MORAL EDUCATION

The aim of Religious & Moral Education in school, includes learning about Christianity and other world religions, and supports the development of beliefs and values.

The School Assemblies have a role in giving children experience of participation in song, prayer and story. School assemblies take varied formats – chaplain led, class led, head teacher led, school groups led, awards, visiting groups led [e.g. charity]. Parents and friends in the community are welcome to attend any of our award or special Christmas assemblies. Parents who desire the withdrawal of their child from these activities may do so by contacting the school. Suitable arrangements will then be made.

SCIENCES

Learning in the sciences will enable our children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- **develop skills for learning, life and work with P567 having strong connections with ‘my world of work’ STEM sessions, at Skills Development Scotland**
- apply safety measures and take necessary actions to control risk and hazards



- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

TECHNOLOGIES

At Teanassie we are trying hard to improve our use of technology. We have a small selection of I-pads and kindles at the school and the children use these on a regular basis to enhance their learning. Our P6-7 pupils have individual chromebooks and our younger pupils share a large number of devices across the setting. We have Digital Leaders within our school who are responsible for learning how to use new equipment and resources and to teach others.

Home Learning (HOMEWORK)

All classes are given regular homework tailored to the needs of the children in the class and is reflective of what is being taught in class that week. We regularly seek parental viewpoints, via a homework survey. This session, our homework is shared on our Seesaw platform. Following a strong response from a parental survey, we currently have an “opt out” option for families who do not wish to receive homework.

4. SOCIAL POLICY AT TEANASSIE

ENSUING WELLBEING, EQUALITY AND INCLUSION

GETTING IT RIGHT FOR EVERY CHILD (ASN)

Support for learning in school follows a staged approach to ensure the child in need of support receives the most appropriate support, with external agency involvement where deemed necessary. It is our duty to ensure our children are:

SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED.

These are called the SHANARRI indicators and they are used to assess children’s basic needs.

Children differ in their strengths and needs. Some children will find most aspects of school straightforward and will need little individual support. Other children may find some aspects of schooling difficult and may require some kind of extra help. From time to time children may need support because of particular circumstances e.g. an extended illness, or a family situation. All these children qualify for ‘additional support needs’. The school will regularly



review the 'additional support needs' of the pupils in each class, through dialogue between class teachers, school management and support staff. In most cases these needs merely require to be 'flagged up' for monitoring, consideration and accommodation in day to day classroom activities. In some cases support for learning may be achieved by altering expectations and providing support from Pupil Support Assistants.

In the cases of pupils who have additional support needs, which merit planned, and regular support, parents will be involved at an early stage to discuss the best ways to support the child and to decide whether more information is required. If planned and long term support is required then the appropriateness of a CHILD'S PLAN or an Individualised Education Plan (I.E.P.) may be considered. This plan provides the means to share information and address, through an agreed agenda, the specific needs of the pupil.

It will sometimes be necessary to take appropriate advice from outside agencies e.g. the educational psychologist service, speech, occupational or physiotherapist. When the needs of a particular child need the co-ordinated support of other agencies i.e. medical and social work, then parents are invited to discuss the best solutions for progress at a School Liaison Group meeting, with all the relevant agencies.

The school can also access time from the CSW [Children Service Worker] who will work in school and in the home to support children. CSW can help with anger management, confidence building, social skills etc.

Here are some useful links:

Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

Scottish Child Law Centre, an organisation providing free legal advice to young people

**Parentzone link:
<https://education.gov.scot/parentzone/>**

**Assessment link:
<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>**

**Education Scotland link for CfE:
<https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.gov.scot%2Fcurriculum-for->**

[excellence%2F&data=05%7C02%7Cclaire.nixon%40highland.gov.uk%7C8c4d8c40ee0b4367ca3908dd042e6c70%7C89f0b56e6d164fe89dba176fa940f7c9%7C0%7C0%7C638671319626345204%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOilwLjAuMDAwMCIsIlAiOiJXaW4zMilslkFOIjoiTWFpbClldUljoyfQ%3D%3D%7C0%7C%7C%7C&sdata=bPgH2%2B5PxWnl3PvGC0s770TS1ZG9IK%2FmTS5Fsk1KffA%3D&reserved=0](https://www.highland.gov.uk/downloads/file/20086/ppr-framework-and-guidance)

Thriving Families link:

<https://www.thrivingfamilies.org.uk/>

ASSESSMENT OF PUPILS, KEY ASSESSMENT TASKS AND PROFILING

Day-to-day assessment takes place in every class and in the nursery. The teachers regularly assess pupil progress. Children are aware of their targets and how to progress. Each term, the class teachers spend time with each child and lead a learning conversation. This gives the teacher a good insight into individual pupils strengths and needs. Pupil profiles (on SEESAW) show each child's progress over a year. Within these profiles, teachers will include Key Assessment Tasks (KATs). Each child will be assessed using a KAT twice a term. Each term one assessment will focus on Literacy or Numeracy and 1 other area. Pupil voice, parent voice and teacher voice are all gathered in these assessments in order to ensure next steps are meaningful.

We have parental contact evenings twice a year so parents/carers can talk to the teacher about their child's progress. Our ethos means that pupils are encouraged to be part of these meetings. At Teanassie, we write a yearly short report. We also hold twice yearly open afternoons for parents, where parents/carers can see what their children have been learning in school.

POSITIVE BEHAVIOUR POLICY

We work hard at Teanassie to ensure that positive behavior techniques are used and promoted by all staff and helpers in the school. The policy we follow can be found below:

[https://www.highland.gov.uk/downloads/file/20086/ppr framework and guidance](https://www.highland.gov.uk/downloads/file/20086/ppr-framework-and-guidance)

Equality and Inclusion

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality diversity and citizenship/313/equal opportunities](http://www.highland.gov.uk/info/751/equality-diversity-and-citizenship/313/equal-opportunities)

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity and promote good relations. Activities should not discriminate against any of the following 'protected

characteristics' - age, disability, race, religion or belief, gender, sexual orientation, gender reassignment, pregnancy and maternity.

ANTI-BULLYING POLICY

Bullying, should it occur, is taken very seriously. While it is not in any way prevalent in this school, it can be very distressing for those involved if it happens. This is why we wish to explicitly address this subject and provide clear guidance for pupils, parents and staff on what to do if a situation should arise.

What counts as bullying?

Bullying can take many forms. Sometimes it involves physical harassment, i.e. kicking or hitting.

Less visible, but no less distressing, is name calling, 'sending to Coventry', exclusion from playground games, or taunting.

Bullying is the deliberate and often repeated, hurting, threatening or frightening of an individual or group by another individual or group. It is distinct from the spontaneous upsets and disagreements which may happen among children from time to time.

Note: The victim of bullying may show signs of being unhappy, unduly quiet or weepy, play separately, feel 'ill', and/or not wish to go to school. If these symptoms occur frequently then the question of bullying should be considered.

Reacting to bullying incidents:

If parents see, or are told about bullying taking place, they should ensure that someone at the school knows about it. Situations are made far worse, when bullying continues over a period of time without the school being aware of what is happening. On the other hand, bullying is often quickly stopped when addressed at its onset.

If your child is involved in bullying, you should reassure him or her and talk honestly about the full scenario. Try to ascertain the full facts of the incident and contact someone at the school as soon as possible. Do not wait to see if the matter resolves itself.

If pupils see or hear about bullying taking place, they should speak up and come forward to establish the truth and hopefully end the unpleasantness. To have knowledge of bullying and not to speak up is to condone this behaviour.

If the school is told about an incident of bullying, we will address the matter seriously and sensitively and in co-operation with the parents of the victim. We will seek to reassure the victim, encourage others to speak up to establish truth and fairness and make clear that the bully's behaviour is unacceptable. The bully will be encouraged to see the victim's point of view

and, if appropriate, be set a punishment and have his/her parents contacted.

We emphasise the importance and success of early intervention.

6. FAMILIES MATTER 😊

At Teanassie, we work closely with families in a variety of creative ways. In our schools, families:

- Help out with school trips, like swimming
- Help us in the garden or with decorating
- Support with class or school shows, e.g. costumes
- Enhance our curriculum by sharing knowledge and skills
- Work alongside teachers to plan fun events
- Talk about their jobs (DYW) and help us with our learning
- Help with fundraising events
- Attend 'Big Breakfast' events to hear about school plans
- Attend Coffee mornings and information evenings
- Help us make our school a better place 😊

TEANASSIE PARENT COUNCIL

Teanassie Primary School has a fantastic Parent Council! We are so lucky!

The purpose of the Parent Council is to establish close links between schools and parents. A Parent Council's duties and functions include:

- Keeping in touch with parents' views
- Encouraging links between the school and parents
- Taking part in the appointment of senior staff
- Working closely with the staff and Head Teacher to support and benefit the school as a whole
- Meetings are open to the public, and dates, times and agenda and minutes of meetings are published on the school website. Please come along if you are new to the school.



7. PUPIL WELFARE

INFORMATION, ENQUIRIES AND VISITS TO THE SCHOOL

The school's website at <https://sites.google.com/highlandschools.net/teanassie-primary/home>

. contains comprehensive information about the school including the handbook, term dates, forthcoming events. Once a pupil enrolls in the school, our SEESAW platform keeps

parents up to date with class and school events, along with updates of their child's learning

The school telephone information service gives up to date information on adverse weather.

In addition, general enquiries can be made by phoning or calling at the school office **(01463 782581)**



Parents seeking a place for their child in the school are welcome to visit the school by appointment.

Parents are encouraged to contact the school about welfare issues and anything that is important for the well-being of the pupils.

ATTENDANCE AND ABSENCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone or email the school on the first day of absence. There will always be someone in the office from 8.30 am to take calls. Please phone on 01463 782581 if your child is ill. The school also has an answer phone facility.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian or said parent/guardian needs to contact the school office by email or phone call. Where at all possible, medical and dental appointments should be made out-with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, ***therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.***

SCHOOL MEALS AND PACKED LUNCHES



- A two-course lunch is served daily. A menu is issued at the start of the term and will be served on a rotational basis. A school lunch costs £2.30
- Lunches may be paid monthly or weekly in advance, on Mondays.
- Children of families receiving Income Support qualify for free meals. Application forms are available online from the Highland Council Website and should be submitted to: Care & Learning, Catering Service, Ruthven House, Drummond Road, Inverness, IV2 4NZ.
- All P1 – P5 pupils receive free schools meals

PACKED LUNCHES IN SCHOOL

Children having a packed lunch sit with the children having a school lunch. The Highland Council has drawn up a set of guidelines in order that certain standards of health, hygiene and safety are maintained.

1. All food must be carried in a semi-rigid container with a secure lid. i.e. Tupperware, ice cream containers or similar, Containers should be clearly marked with the name of the pupil.
2. Glass bottles or containers are not permitted under the Health & Safety Regulations.
3. Vacuum flasks containing hot liquid are not advised because of the danger of scalding.
4. Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present.
5. Water beakers will be available in all dining areas.

ILLNESS OR ACCIDENT IN SCHOOL

If a child becomes unwell in school or is hurt at break times, the parents are immediately contacted. It is, therefore, very important that parents keep the school informed of their emergency contact arrangements for such eventualities. If a child is injured but does not need to go home, an incident form is filled out and sent home.

CHILD PROTECTION

From time to time incidents can arise when information about a child's welfare causes concern and could indicate that a pupil is suffering some form of abuse.

Education Service staff through the Head Teacher, must report such incidents to Social Work Services which can lead to a joint social work/police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. At Teanassie, all staff are trained yearly on child protection. Each member of staff knows the procedure. Any supply teachers, visiting teachers or volunteers are also made aware of this. They are given the procedure card to read and they then wear this on their lanyard.

Here is our Procedure:

Child Protection Officer: Shonagh McBean Acting Head Teacher

In absence – Donna Campbell PT @ Tomnacross 01463 741497

Sharon Gallacher PT @ Teanassie 01463 782581

**IF YOU HAVE ANY CONCERNS: CONTACT Shonagh McBean
ASAP – 01463 741497**

IF A CHILD DISCLOSES SOMETHING:

1. Listen carefully and calmly
2. Reassure the child
3. DO NOT AGREE TO KEEP A SECRET
4. DO NOT INVESTIGATE – JUST LISTEN
5. **SPEAK TO Shonagh ASAP. Donna or Sharon (PT's) in Shonagh's absence**
6. RECORD THE INCIDENT ASAP AFTER TALKING TO CHILD



***** If you see or hear something that feels wrong, pass it on.***

TECHNOLOGY IN SCHOOL

The use of modern technology can make a significant contribution to the teaching of the curriculum making learning more interesting and engaging. Pupils will therefore have access to different types of technology at appropriate times.



Unfortunately the use of computers and modern technology can be abused. Therefore the school has drawn up an Information Communication Technology Access Policy to protect all parties – the pupils, the staff and the school. The policy includes the following points:

All ICT use should be appropriate to the pupil's education. Computers should not be personalised by changing desktop settings. Unauthorised software should not be loaded, as it may not be compatible and may alter the operation of existing software. Pupils' access to the internet is carefully supervised by the school and is also filtered by the Council's servers.

There have been very few instances of abuse of computers at Teanassie. However, it is necessary to state that any pupil found maliciously abusing access to ICT, may lose the opportunity to use the school system. All P5-7 pupils who take chromebooks home, have to sign a contract.

Other items of modern technology (mobile phones.) are becoming increasingly attractive items for children to own. However, given the desirability, expense and potential loss of these items, as well as on-going safety concerns, we ask that pupils do not bring these items into school.

PHOTOGRAPHY IN SCHOOL

Photography in school has an important place to record events for sharing, and providing parents and the school with mementos and records of occasions.

This photography should be discreet, not intrusive, respect the views of pupils, staff, and parents and comply with 'child protection' guidelines.



Photography of children participating in sports events, classroom activities and at public performances should be carried out by an approved school photographer, a member of staff, or pupils using school equipment, under the supervision of school staff.

A professional school photographer would photograph the children each session (with parent permission). This would normally be for stage groups and family and individual pictures.

CATCHMENT AREAS AND SECONDARY SCHOOL

At the end of the primary stage of education, pupils from the Teanassie Primary School catchment area transfer to Charleston Academy.

Contact details are: **Charleston Academy, Kinmylies, Inverness, IV3 8ET**



Telephone: **01463 234324** Fax: **01463 715 352**
email: **charleston.academy@highland.gov.uk**

Parents of pupils who currently live outside the catchment area of the Academy are required to make a placing request to the Area Education Manager if they wish their child to transfer to any other secondary School. Placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Transportation to and from school, for placing request pupils, is a parental responsibility.



ADVERSE WEATHER CONDITIONS AND SCHOOL CLOSURES

School is sometimes disrupted by the adverse weather conditions that are prevalent in the winter months. Whilst a decision by the Head Teacher to close the school due to adverse weather is never taken lightly, it is occasionally inevitable.

In line with Highland Council policy, details of all the methods used for school closures is detailed in the Appendix

In the event of school closure during the day because of weather conditions or other emergency; every attempt will be made to see that children will be sent home in family groups and/or with friends. To enable this to take place smoothly, all children and the school should be made aware of their emergency arrangements.

Parents should advise the school of an alternative address which may be used by their children in such emergencies.

Placing requests – Parental choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, placing request forms can be obtained from:-

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Teanassie Primary School they can contact Tracey Lyon to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

COMPLAINTS PROCEDURE

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Shonagh McBean, Head Teacher.

Shonagh is available at the school on 01463 782581 (Thursdays and Fridays) but can also be contacted at Tomnacross on any other day of the week.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager.

TERM DATES - 2024 – 2025

https://www.highland.gov.uk/info/878/schools/32/school_term_dates